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ABSTRACT

Exposure to industrialization, urbanization, and commercial activities in the past 45 years has improved attitudes towards women in Pakistan, but they are still considered subordinate to men and the property of parents or husband. Traditional social values do not allow women full integration and participation in social and economic activities. Seclusion of women, dictated by religion, is a main reason why females are less educated. Socioeconomic, cultural, and social practices cause various types of communication gaps that hinder education in general, and women's education in particular: communication gaps between teacher and students, between parents and students, between genders, and between traditional and nontraditional environments. After a discussion of each of these, various goals of education are identified and explained: cultural, social, individual, and international. Suggestions for achieving these goals include reshaping the education system to respond to rapidly changing socioeconomic and cultural demands; providing equal education and job opportunities for women; training students to develop a new integrated society through ideological and social uplift programs; emphasizing science and vocational education; reducing the number of students in class; implementing teacher refresher courses; providing financial assistance; improving the status of women; and utilizing distance education. (TD)

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Communication Gap in Education in Sindh Pakistan

Mrs. Farzana Panhwar

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COMMUNICATION GAP IN EDUCATION IN SINDH PAKISTAN.

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Introduction.

Female education in Pakistan faces a fundamental dilemma. In the process of evolution of agriculture, woman was sub-ordinated by man every where in the World, but in Sindh the situation worsened further for woman after introduction of irrigation and since then they have faced degradation of the worst kind in Sindh than any where in the World. Irrigation in Sindh is from canals taking off from the river Indus, which contain 0.6% silt in suspension. This silt deposits in the canal beds watercourses and irrigated lands where velocities become low. Until the construction of modern irrigation barrages (dams) 63 to 33 years ago, the annual silt clearance of canals and watercourses took 50% of farmer's total annual time input on agriculture. Of the balance time, 50% was spent on irrigating small plots of land as annual silt would undulate the large plots. The woman helped the man during balance 25% of time and she put in more hours a day than him but due to weak physique, pregnancy and lactation, she was not able to participate in silt clearance, which needed strength, stamina and 8-hours work a day. Man worked more time annually for bread earning than the women and this created justification for sub-ordination of women to worst than slavery. She was property of the father and after marriage that of the husband. On the latter's death she was property of her husbands family's members or even of her own male children. Since other than silt clearance, the farm required extra labour hours, un-married women was a helping hand to the family and could be exchanged for another one, when male members of the family reached the age of marriage. Being a property, she was not allowed to go out except in a company of male members or elderly women as chaperons. Education was un-necessary for any woman considered a slave by the society and as education would provide her self-respect, it was frowned upon thinking that as it may lead her to freedom to marry according to her own will. Industralisation, urbanisation and commercial activities in the past 45 years have shifted 35% of country population to urban areas and has change of the attitude towards women, but still she is a sub-ordinate of man and property of her parents and husband. This has lead to a very low status of her and gap in her social and educational status, as discussed below. Traditional and social values do not allow women to full integration and participation in social and economic activities. Seclusion of women dictated by religion, is a main factor that females are less educated. The female education in general is in danger due to:

1.0 The gap between teacher and student.

The communication gap between the student and teacher is due to:

a) Over-corwded class rooms and lack of trained teaching staff. In Sindh the average high school class size varies from 80-100 students, so the teachers are not in a position to answer the quaries of every student, nor are they able to draw full attention of all students. The teachers usually act an active partner and all the students act as an passive partners and are not encouraged to raise the question, unless the student asking question is very bright. This helps only a few bright students and this turns makes backward students more backward, resulting in to serious communication gap between them. The teachers usually are lower graders, as higher graders are absorbed by commerce and industry and in government's competitive jobs. The last choice is to become

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at teacher and they therefore are poorly paid, but make extra money by giving tuitions after duty-hours. The students have hardly any chance to consult their teachers at the school. Most of time they encourage students to take private tuitions and as they devote more and more time to private tutoring, they usually become over-worked, live in poverty, and do not mind even accepting the bribes and gifts to pass students in the examinations.

b) Lack of communication between the teacher and student increases with the advancement of technologies in various fields of science or say after Junior High School level. The teachers besides being ill-paid and ill-trained are poorly awarded. In case of good teachers their work is not recognised and therefore they are not motivated to improve their skills and knowledges.

c) While some students of well-to-do families in daily life who have access to better mass media, come to know of many new scientific inventions and technologies and when they ask questions about them, the teachers due to lack of knowledge are not in a position to answer these queries. The result is further gap between teacher and student.

d) This gap is further increased due to Government's educational planning, which over emphasises on non-scientific fields like religious studies, languages, Pakistan studies and etc. These occupy at least 40% time in the class room and examinations. This reduces time available to complete scientific subjects, which are rushed through in available time by teachers without caring if students understand.

2.0 The gap between parents and students.

a) Due to utter poverty in rural areas of Sindh, the parents like to put children to work at early age and do not like to educate them. These children envying others of same age group, find those going to school better treated, want to go to school. This bring gap between parents and children.

b) The academic carrier is mostly decided by the parents, without seeing the interest and aptitude of the children in that field. The parents usually prefer certain educational fields for females and not the field girl prefers as in their own thinking a female should only be a teacher or medical doctor specialising in gynocology so that they contact only females. There are separate high schools and professional and non professional colleges for females. The girls are not allowed to go to co-educatinal institutes, inspite of their wish other-wise. They have a wrong concept that education of female means freedom, which in variably will make her promiscuous.

c) There is also communication gap between the parents and school going children and when they reach home, the parent's guidance, supervision and enquiries about the educational work at school is missing, as working parents under economic pressure lack time and more often than not, the parents them-selves lack enough education to guide children.

d) Since in many cases parents are not educated enough to realise the responsibilities of children to school work, as soon as the female student reaches home, she is required do all the household responsibilities, and will not have time to finish her school homework. This is another case of gap between the children and parents.

3.0 Communication gap due to traditional environments.

a) Many traditional families do not like that their female go out side the house for education. They prefer that some woman teacher should conduct the classes for girls in their own premisses. The curriculum in such cases is limited to the basic reading skills and religious instructions. When such girls meet with neighbouring children studying in the regular schools the students of traditional families start arguments with their parents, resulting in gruge and communication gap.

b) Social segregation of sexes was institutionalised among various religious and social laws in the South-Asia over the past 5,000 years. The various socio-religious institutions like Buddhism, Hinduism and Islam, had their own distinct forms of education. These religious institutions like Orthodox Church limited their teachings to theology and very little to day to day life as well as sciences. The traditional education still continues with active assistance of the Government of to-day, resulting in to communication gap between the students and environments.

4.0 Communication gap due to gender.

The girls of families living in conditions of poverty usually lack educational opportunities. If parents can afford to send their children to the school, they give first preference to male child and the female child get the last priority.

a) The communication gap between the genders may be caused by the withdrawal of female students, from co-educational schools after primary education. It is only at the university level that both genders meet again as strangers.

b) Female education is discouraged to great extent as compared to that for males by cultural and religious dictates. The new Pakistan law introduced in mid 1980's considers two women equal to one man and give a sister half the share of her brother from the property left by the parents. Two women are required to be witness in any court compared to one man witness. The employers invariably pay less wages to women than men for the same job and same qualification.

c) Traditionally educated females have less job-market value, except as teachers at primary and secondary schools. It would be useful if the female get and education in specialised scientific and technical fields like medicine, dentistry, engineering, agriculture, earth sciences and etc. If they do have this education, they are discriminated in places dominated by males. In case of medicine, girls usually select gynacology, because in Sindh, women always like to be examined by a female doctors and in many cases female patients have preferred to die, but not allow their body to be examined by a male doctor.

d) As stated in the introduction, a minor girls as a property of parents, were betrothed to a minor boys and custom continues. The in-laws keep interfering and dictate, what education a girl should have, what institution she should attend, what job she should get and which relatives she could meet. This comes in the way of total life of the girls from cradle to grave.

e) After above type of marriage of even university educated girls, in-laws considering her as a helping hand, impose lot of domestic work on her in addition to job hours she is out-side the house to earn money to support them. This is a serious case of communication gap.

COMMUNICATION GAP IN EDUCATIN

IN

SINDH PAKISTAN

By

MRS. FARZANA PANHWAR

PRESIDENT

SINDH RURAL WOMEN'S UPLIFT GROUP

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COMMUNICATION GAP IN EDUCATION IN SINDH PAKISTAN.

By

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INTRODUCTION.

The Province of Sindh lies in the Southern part of Pakistan and extends from 23°-35 to 28°-30 and 66°-42 to 71°-10E, with an area of approximately 143,000 square kilometres, of which about 5.5 million hectares of 55,000 kilometres are irrigated from the river Indus. The population of Sindh as of today is about 30 millions.

In 1981, 26.2% of population above 10 years are literate, but the overall male literacy was 35.1% as compared to 16.0% for female, and gender difference varied from a high of 53.3% for urban men to a low 7.3% for rural women. Many people in rural areas want to continue education of their female children but it is not socially accepted that the girls leave their home for education. The female enrollment in schools drops sharply after primary level (4-5 years at school) and in urban areas too mostly during the early years of secondary education (a total of 10 years schooling at age of 14-16), sharply after primary level, and subsequently after completion of secondary school, higher rate at post-secondary level. Only one of every seven students registered in the 20 is a women. The drop-out of students form the school are link with social, cultural, economic and educational back-ground of the parents. Social inequalities and educational inequalities tend to go together, low levels of educational attainment go with sharp disparities as between urban population and rural population and as between men and women.

In rural areas, ill-literacy rate is very high as compared to the urban areas. In order to improve the situation, we must considered other factors equally responsible for ill-literacy e.g poverty, ill-literacy of parents, social taboos, non-availability of adequate education facilities.

The socio-economic, cultural and social practices, bring various types of communication gaps in education are:

1. The gap between teacher and students.
2. The gap between parents and students.
3. The communication gap due to gender.
4. The communication gap due to traditional environment.

1. THE GAP BETWEEN TEACHER AND STUDENTS.

The communication gap between the student and teacher is due to:

Over-crowded class rooms and lack of trained teaching staff. In Sindh the average high school class size varies from 80-100 students, so the teachers are not in a position to answer the quarries of every students, nor are they able to draw full attention of all students. The teachers usually act an active partner and all the students act as an passive partners and are not encouraged to raise the question, unless the student asking question is very bright. This helps only a few bright students and this turns makes backward students more backward, resulting in to serious communication gap between them. The teachers usually are lower graders, as higher graders are absorbed by commerce and industry and in government's competitive jobs. The last choice is to become at teacher and they therefore are poorly paid, but make extra money by giving tuitions after duty hours. The students have hardly any chance to consult their teachers at the school. Most of time they encourage students to take private tuitions and they devote more and more time to private tutoring. They usually become over-worked, live in poverty, and do not mind even accepting the bribes and gifts to pass students in the examinations.

1.2 The communication gap between teacher and students results due to lack motivation, undignified behaviour of leaders and student and imparting knowledge by the teachers is declining with time since the past 30 years. The reason for deterioration of standards of education is due to increase in number of educational institutes, without commensurate efforts to provide resources or teachers of the requisite quality.

1.3 The other barrier in education result in to poor communication between teacher and students are:

In appropriate culture to support latest scientific academic demands due to low socio-economic condition and less funding assistance for educational institutions. This results into insufficient skills to accept latest scientific knowledge because not having enough training programs of absorption of such technologies at school, and college level.

1.4 The communication gap in education comes in way to maintain rich cultural heritage and sound ideology, which is necessary in achieving stability and progress of nation.

1.5 Lack of communication between the teacher and student increases with the advancement of technologies in various fields of science or say after Junior High School level. The teachers besides being ill-paid and ill-trained are poorly awarded. In case of good teachers their work is not recognised and therefore they are not motivated to improve their skills and knowledge. While some students of well-to-do families who have access to better mass media in daily life come to know of many new scientific inventions and technologies and when they ask questions about them, the teachers, due to lack of knowledge are not in a position to answer these queries. The result is further gap between teacher and student.

1.6 This gap is further increased due to Government's educational planning, which over emphasises on non-scientific fields, like religious studies, languages, Pakistan studies and etc. These occupy at least 40% time in the class rooms and examinations. This reduce time avialable to complete scientific subjects, which are rushed through in available time by teachers without caring if students understand or pick up and absorb.

1.7 The teacher lack of confidence, absence of priorities and understnding, have stereotyped thinking and use old curricula. These comes in a way of acquiring knowledge, which is only aided or advanced through study, without which literacy production will always lack value, status and acceptability and bring communication gap between teacher and students.

1.8 Due to communication gap between teacher and students, it destroy the healthy tradition, comes in way to sustain good educational standard, otherwise it is a continuing threat to future educational standards unnecessary proliferation of institutions has further reduced the standards of education and disciplines, both among the teachers and taughts.

1.9 The following factors related to achievement of a students have been affected by communication gap between teacher and students:

* Self-concept and achievement abilities.
* Achievement motivation.
* Feeling of security.
* Social adjustment.
* Emotional adjustment.
* Inferiority complex, hostility and rationalising tendency.
* Reading speed, comprehension, vocabulary and spelling.
* Communication gap comes in a way for teacher and students, to do research, make use of libraries and laboratories, because it requires teachers guidance and supervision and teachers have no time for such work.

1.10 The communication gap between teacher and students disturb the language ability which is very important for understanding of any subject. For good results in higher achievement, some times children are quite good in spoken language, but they fail to achieve the academic demands in reading and writing in the same language. This means the child must systematically develop linguistic skills to meet his academic needs.

1.11 Poor teacher-pupil relationship due to large size of the class, changes the attitude of teachers to help students and absence of children from the school goes un-noticed and influence significantly on academic achievement of the student.

1.12 In order to eliminate ill-literacy and improve the level of scholarly endeavour, our strategy should be to reduce communication gap for improving the quality of our life, and educational system. An ideology i.e., religious, socio-economic national, motivating people to work beyond narrow personal goals and strengthening the education which provides better quality of life and equips us to enrich ourselves materially and culturally.

2.0 THE GAP BETWEEN PARENTS AND CHILDREN.

2.1 The Government educational institute are ill-equiped, lack desired number of teachers are over crowded and do not receive enough budget for allocations, and expenditure. The ultimate result is lowering down the standard of education and compelling parents to send their children for private institutes. It means heavy fees and heavy boarding cost force the parents to do private part-time jobs to meet both ends. This leads to lack of time for children and as a results there is severe communication gap between the parents and children.

2.2 Pakistan is pre-dominately an agricultural country. There are more people than availability of land and water. Labour is cheap. Farmers use more labour then machines and except big land owners, the rest are very poor. Very few people can afford to send their childrens for education. Sindhi society is deeply religionist, spirtualistic and has never been materialistic, due to utter poverty in rural areas of Sindh. The poor parents like to put their children to work at early age and do not like to educate them. These children envying others of same age group, find those going to school better treated, want to go to school but parents can not afford. This bring gap between parents and children.

2.3 The academic carrier is mostly decided by the parents, without seeing the interest and aptitude of the children in that field. The parents usually prefer certain educational fields for females and not the field girl prefers as in their own, thinking a female should only be a teacher or medical doctor specialising in gynacology so that they contact only females. There are separate high schools and professional and non-professional colleges for females. The girls are not allowed to go to co-educational institutes, inspite of their wish other-wise. They have a wrong concept that education of female means freedom, which in variably will make her promiscuous.

2.4 The family relationship, education standard of the parents, number of family members and family attitude towards children all affect their attitude towards education. These factors ultimately affect on the achievement of the students at school and out of school. Intellectual level of the parents effects the relationship between the parent and children resulting into academic achievement of pupil.

2.5 The change in educational system is necessary due to new conditions and demands of society. The existing opportunities available for informal education are inadequate in quality as well as in quantity. The aim of the education is the development of the individual personality with contemporary trends. In order to develop physical, moral, spiritual and emotional value in students and reduce the gap between parents and students, more time is to be devoted than only school hours. This means that the personality can only be developed in the student, by continuing the process of education outside school hours.

2.6 Since in many cases parents are not educated enough to realise the responsibilities of children to school work, as soon as the female student reaches home, she is required do all the house-hold responsibilities, and will have no time to finish her school homework. This is another case of gap between the children and parents.

2.7 There is also communication gap between the parents and school going children and when they reach home, the parent's guidance supervision and enquiries about the educational work at school is missing, as working parents under economic pressure lack time and more often than not the parents themselves lack education to guide children.

3.0 COMMUNICATION GAP DUE TO GENDER.

3.1 Female education in Pakistan faces a fundamental dilemma. In the process of evolution of agriculture, woman was sub-ordinated by man every where in the World, but in Sindh the situation worsened further for woman after introduction of irrigation and since then they have faced degradation of the worst kind in Sindh than where in the World. Irrigation in Sindh is from canals taking off from the river Indus, which contain 0.6% silt in suspension. This silt deposits in the canal beds, watercourses and irrigated lands, where velocities become low. Until the construction of modern irrigation barrages (dams) 64 to 34 years ago, the annual silt clearance of canals and watercourses took 50% of farmer's total annual time input on agricultural and of the balance time, 50% was spent on irrigating small plots of land as annual silt would undulate the large plots. The woman helped the man during balance 25% of time and she put in more hours a day than him but due to weak physique, pregnancy and lactation, she was not able to participate in silt clearance, which needed strength, stamina and 8-hours work a day. Man worked more time annually for bread earning than the women and this created justification for sub-ordination of women to worst than slavery. She was property of the father and after marriage that of the husband. On the latter's death she was property of her husband's family's members or even her own male children. Since other than silt clearance, the farm required extra labour hours, un-married women was a helping hand to the family and could be exchanged for another one, when male members of the family reached the age of marriage. Being a property, she was not allowed to go out except in a company of male members or elderly women as chaperons. Education was un-necessary for any woman considered a slave by the society and education would provide her-selef-respect, it was frowned upon thinking that as it may lead her to freedom to marry according to her own choice. Industrialisation, urbanisation and commercial activities in the past 45 years have shifted 35% of country populations to urban areas and has changed of the attitude of men towards women, but still she is a sub-ordinate of man and property of her parents and husband. This has lead to a very low status of her and gap in her social and educational status, as discussed below. Traditional and social values do not allow women to full integration and participation in social and economic activities. Seclusion of women enforced by distorting and misinterpreting religion, is a main factor that females are not educated.

3.2 The girls of families living in conditions of poverty usually lack educational opportunities. If parents can afford to sent their children to the school, they give first preference to male children and the female children get the last priority.

3.3 Female education is discouraged to great extent, as compared to that for males by cultural and religious dictated. The new Pakistan law introduced in mid 1980's consider two women equal to one man and give a sister half the share of her brother from the property left by the parents. Two women are required to be witness in any court of law compared to one man witness. The employers invariably pay less wages to women for the same job and qualification than men strengthening the communication gap due to gender.

3.4 In Sindh gender segregation and female seclusion is traditional at least for six millenii and comes in the way of access to information, education and other social and leisure participation.

3.5 Traditionally educated females have less job-market value, except as teacher in primary and secondary schools. It would be useful if the female get and education in specialised scientific and technical fields like medicine, dentistry, engineering, agriculture, earth sciences and etc. If they do have this education they are discriminated at job, dominated by males. In case of medicine, girls usually select gynacology, because in Sindh, women always like to be examined by a female doctors and in many cases female patients have preferred to die, but not allow their body to be examined by a male doctor.

3.6 In general rural women face lot of constrains like poverty, illiteracy of parents and social taboos, and women are forced to stay under the boundaries of their house. Social and personal anatagonisms prevent women from education.

3.7 In Pakistan both the rural and urban areas conditions can be improved only by providing women, integrated programmes in hygiene, food, health, basic and functional adult education as well as promotion of professional training in various fields of science, including trade and industry. Up till now most of economic activities performed by women are form poor social groups and they perform jobs which do not require a high level of educational attainment.

3.8 As stated in the introduction, a minor girls as property of parents, were betrothed to a minor boys and custom continues. They in-laws keep interfering and dictate, what education a girls should have, what institution she should attend, what job she should get and which relatives she could meet. This comes in the way of total life of the girls from cradle to grave.

3.9 After above type of marriage of even university educated girls, in-laws considering her as a helping hand, impose lot of domestic work on her in addition to job hours performed when she is out-side the house, to earn money to support them. This is a serious case of communication gap.

3.10 In most of the cases female students are expected to be married soon, after they receive some basic education, because she is required to perform house-hold activities and does not get enough time for studies, resulting in to low grades. The female students therefore either become under achievers or show poor academic achievement. They usually develop low self-confidence, which acts as negative reinforcement for the development of their general motivational level. The under-achievement for the development of their general motivational level. The under-achieving girls show low academic level, poor motivation as compare to high achieving girls.

3.11 The rural cultural expectations and social norms in the society for girls are very different and there is no social back-up for high achievement in their life. Sex, race, socio-economic status and cultural impact affects on achievement of the students.

3.12 The underachieving girls shows, poorer, linguistic ability, study habits, spelling, vocabulary, reading habits, motivation, self-concept, feelings of security and mostly face greater problems in schools, family relationship, economic and all other walks of life.

3.13 Less educated women try to improve their families income by means of some additional job at home and causal jobs outside the home but due to their lack of or low level of skills and training, large majority of women are not prepared educationally for gainful employment.

3.14 The communication gap between the genders may be caused by the withdrawal of female students, from co-educational schools after primary education. It is only at the university level that both genders meet again as strangers.

3.15 In Pakistan almost all the universities have co-education system. This come in the way of many female students, as their families do not allow them to go for co-education and as a result they are forced to end their higher qualification and carrier. Distance Education, will help in gaining higher education in such cases.

3.16 Literacy among women is much lower than literacy among men and this gap goes on increasing with the increase in the level of education. For better results. We must lay emphasis on equal educational opportunities for all, without any discrimination, because equality in education brings better growth and development of the family and nation as a whole. The problem of drop-outs among rural women seems to be due to economic, environmental and social barriers.

4.1 COMMUNICATION GAP DUE TO TRADITIONAL ENVIRONMENTS.

May traditional families do not like that their female go out side the house for education. They prefer that some women teacher should conduct the classes for girls in their own premises. The curriculum in such cases is limited to the basic reading skills and religious. When such girls meet with neighbouring children studying in the regular schools, the students of traditional families start arguments with parents, resulting in grudge and communication gap.

4.2 There are many other factors which contribute to the creation of poverty discourage education Sindh;

* Feudalist remnants in Sindh Society and feudal discourage education and try to keep population poor and ignorant.

* Attempts of the past Sindhi societies were to develop self-sufficient economies in the rural areas and such economy caused immobility in the Sindh Society.

4.3 Rural Sindh's economic patterns based on cereals, cotton and sugarcane culture, the prices of which are controlled at very low rates and this causes backwardness in the rural areas and can not allow the families to sent their children for education.

4.4 Sindhi Hindus were concentrated in large town: The modern education by the British started in big towns and rural areas were neglected. The economic depression of the post World War-I cause loss of ownership of land to rural Sindhis, who took loan against agriculture land from urban rich and rural business-men and not being able to pay back they had their lands confiscated to money lender. They were not able to sent their children for education due to poverty caused above circumstances.

4.5 Women with poor socio-economic background and only basic education, show difficulty in adjustment and absorption in the society. Such women also show poor linguistic ability. In order to develop high achievement they must have command on vocabulary, knowledge of spelling and good in reading. Linguistic skills is the main case of poor motivation and unhealthy personality development, leading to slow academic achievement towards underachievement.

The underachievers as compare to the higher achievers have poor study habits and this influence in their achievement. while higher achievers show good study habits, achieve high grade in their study, they show higher achievements in life.

4.6 Under achievers face problems in every walk of life resulting in to, not being able to achieve better academic results. On the contrary, the high achievers face less problems and are socially better adjusted, resulting in to good academic achievements. Under achievers, show feelings of rejection, disturbed mind, guilt in their behaviour and emotional insecurity. The under achievers face a greater-number of problems. Which adversely reflect in their achievements. The under achiever girls are more introvert than the boys and the higherachieving girls. The female under-achievers are more impulsive reactionary and emotional than the male under-achiever. The anxiety is negatively related to achieving and the Pakistan girls are more anxious than boys. Some studies report girls have higher level of achievement motivation than boys, but opportunities lack.

4.7 Social segregation of sexes was institutionalised among various religious and social laws in the South-Asia over the 5,000 years. The various institutions like Buddhism. Hinduism and Islam, had their own district forms of education. These religious institutions like orthodox church limited their teachings to theology and very little to day-to-day life as well as sciences. The traditional education still continues with active assistance of the Government of to-day, resulting in to communication gap between the students and environments.

5.0 VARIOUS GOALS IN EDUCATION.

In Pakistan various social and economic structures are responsible for creating various types of communication gaps in education and these come in the way of learning and technological revolution, which is necessary to boost the social and economic development of the nation. the communication gap in education comes in a way to attain various goals are:

5.1 Cultural goal.

It is necessary to promote understanding and appreciate of the roles of education and research, which are necessary for the socio-economic development of the country.

5.2 Social goals.

5.2.1 It helps in building the national choesion by boosting social and cultural harmony, through reducing the various communication gaps in education.

5.2.2 Elimination of communication gap helps in developing the skill, attitudes and understanding and brings them close to the nature and adjust with technical and social changes and participation effectively in scientific, technological and social development of the nation.

5.2.3 If we eliminate communication gap, it will develop awareness in student to search the scientific solution of the problems and try to reduce ignorance, inequality and poverty, in the society and nation.

5.2.4 The female get extremely low salaries, due to low level of education. If level of education is improved, it will help women in getting a jobs and higher income and with more income, she will improve her living condition. While now only one male person of family earns and many other share, when women also get jobs due to education, the source of family income will increase. This will help the family to complete in growing social, and economic conditions.

5.3 Individual goal.

5.3.1 By elimination of various types of communication gaps, students will develop moral, intellectual, physical, personality and it will make them live with dignity and respect and boost the community work.

5.3.2 Individual attitudes and behaviour in the family i.e., friendship, tolerance, consideration of the situation and etc., have severely been influenced by the education. With education women have better chances of getting the job and employment.

5.4 International goal.

5.4.1 Education helps in sustaining social and cultural values and put more emphasis on scientific research and training, which brings them close to the educated people in developed countries.

5.4.2 Education is a power, to boost ideological, progressive ideas and bring reality in life. The educational programs help in economic development of the country.

5.4.3 Education help the communities to reduce their gap and strengthening the community work, which is needed for the healthy growth of nation.

6.0 SUGGESTIONS.

Rapid educational expansion and reshaping and revitalisation of the educational system are the problems of education. To overcome these we have following suggestions:

6.1 From the cultural, economic and social view points, to educate girls and women is the best investment that a country can make in the future, as it enables the country to draw more fully on all of the human resources for national development.

6.2 Improving training, planning and management and promotion of innovations to enable the entire education system to respond rapidly to changing socio-economic and cultural demands in a context of increasing resource constraints and removing all kind of communication gaps in education.

6.3 The training of students to develop a new and integrated society having the ideological and social uplift programs for the country. As our society became sophisticated and economically better off, the education system should change according to the demands of the society. The education system can be improved by better planning and management and boosting research activities.

6.4 The curriculum should be changed according to scientific needs of society. The education system can easily be improved by doing research and analysis of the problems and the appropriate solutions. Encouraging privatisation of education and diminishing the gap between teacher and students, by reducing the total number of students in class. Teachers must undergo refresher courses every 3-4 years.

6.2 Changing the existing customs and social pressures.

The existing belief that women and girls must primarily perform child bearing and raising activities and that she is may not be allowed to leave the home for the sack of education.

6.2.1 The education will help women to get accepted the social role of women and prepare them for activities other than mother and house-wife.

6.2.2 Education will act an instrument for bringing social change, it will act as catalyst for bringing change in the status of women in the society as whole.

6.3 Strengthening the institutional structure and refining their role.

The educational institutes can be improve by providing financial assistance, strengthening administrative and resources prowers and bring new formula for implementation and monitoring of policies, according to new demands of education.

6.4 Improve the status of women.

Pakistan has set-up commission on the status of women. If this commission work satisfactory, it can definitely improve the women's condition.

6.5 Job oriented educational program.

Women have an option to select any branch of education, which can help in future carrier as a permanent source of income. By gaining education today, many girls acquire education not merely as a status symbol or to improve their marriage prospects, but in order later, to pursue some occupation as source of earning.

6.6 Improving the working conditions for women.

After completion of education of various professions, women must get enough chances to work under their own choice.

6.7 Use mass and media to improve the status of women.

The mass and media helps in bring consciousness and awareness among people and helps in boosting women role in education.

* Education will help in acquiring skills as well as develop decision power, to improve economic status and general well beings.

* Education courses, will help the women in the improve of day to day life, pertaining to nutrition, health, agricultural practices, animal husbandry, food storage, productivity in work, alternative skills and occupations, family relationship including parenting, community, children and their growth, housing and quality of life and will increase the range of cultural activities.

7.0 CONCLUSION.

7.1 The Government must put more emphasis on primary education, formal and technical education and increase adult literacy programmes. the education must be job orient and after education, student must get enough opportunities for practising what was learnt by education. All these will lead to better economical development of the country and help in elimination of communication gap between the parents and students.

7.2 The scientific and technological development helps in contribution to educational social economic and cultural development. The method and materials have been developed for inter-linking scientific and technical education and students towards practical application in life. The education system must cover training, re-planning of educational structures and context for greater relevance to the social and economic goals, and through the inter-linking of education and productive work. In Pakistan the distance education can bring a lost of social change. The main beneficiaries can mostly be females. This will help in reducing the communication gap in education.

7.3 The education facilities will be planned in such a way that the accumulated distortion regarding the status of women in the past could be neutralised. We have to put more emphasis on education planning considering equality for women, and try to find-out factors related to academic under-achievement, and poor motivation and introduce remedial education planning for better results.

7.4 In Pakistan the women were kept under seclusion and and still many families do not like that their female members go out-side the boundary walls of the home. In such cases the distance education is a very useful alternative to such families who want their female to up-to-date in knowledge. Education being an instrument for bringing social change, can be used as an agent to change the status of women in the society and help in reducing the gender communication gap.

7.5 The education must be planned in a manner that after getting it, one can easily get employment. Education helps to start income generation activities, promotion of trade and industry, increase marketing situation and help in reducing the gap due to traditional environments.